

**A STUDY OF SELF EFFICACY AND ACADEMIC ACHIEVEMENT AMONG MALE
AND FEMALE STUDENTS OF IX GRADE OF DISTRICT KULGAM**

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ABSTRACT

The study was conducted with 180 males and female ix grade students of district Kulgam. The purpose of the study was to find out the difference in terms of self-efficacy and academic achievement among male and female ix grade students of district kulgam. The objectives of the study were, to study the self-efficacy among male and female ix grade students of district kulgam, to study the academic achievement among male and female ix grade students of district kulgam, to study the difference in self-efficacy and academic achievement among male and female ix grade students of district kulgam. Data was collected randomly through tools, one was self-efficacy scale and other was academic achievement scale. The results of the study were; a significant difference was observed. Hence it be said that male and female students have difference in self-efficacy. The study stressed on the difference in academic achievement of male and female ix grade students of district kulgam. It was observed that the male and female ix grade students of district kulgam have different academic achievements. The study stressed on the difference between academic achievement and self-efficacy among male and female ix grade students of district kulgam. It was found that male and female ix grade students are different with respect to self-efficacy and academic achievement.

Keywords: *self-efficacy,
academic achievement,
ix grade, male, female*

Citation: *Shugufta Akhter, (2019). A Study Of Self Efficacy And Academic Achievement Among Male And Female Students Of Ix Grade Of District Kulgam:International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281, 2 (3), March, 2019, # Art.1314, pp 22-26*



Introduction

Self-efficacy is defined as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances. The word efficacy signifies the power to produce an effect in essence, competence. Thus self-efficacy is the belief in one's efficacy. Self-efficacy is defined as people's judgments of their capabilities to organize and execute courses of action and to attain designated types of performance. Self-efficacy is a measure of one's own abilities to complete tasks and reach goals. Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Regarding self-efficacy Bandura (1995) explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (page 2). More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances (Snyder and Lopez, 2007).

A specified level of success in a learning task or a certain level of proficiency in any work is called academic achievement. Educational or academic achievement is a specified level of

attachment in academic work as evaluated by teachers or standardized tests or by a combination of both. Achievement test is a test of maximum achievement possible for an individual in an activity. Achievement tests measure the performance of individual after undergoing a course of study. Academic achievement of pupils refers to the knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupils in the academic achievement. Trow, (1956) defined Academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or units based on pupil's performance.

Significance of the Study

Efficacious students are likely to show confidence and self-trust. They are also said to have higher capacity to handle problems more easily and to perform better in terms of academics, given that they are also endowed with an ideal level of intellect. When all these combined will contribute to persons with self-belief and confidence that will move to perform better in academics and that in society. Self-efficacy largely contributes to a person's ability to cope up with his present trends.



During the past two decades, self-efficacy has emerged as a highly effective predictor of the student's motivation and learning. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated processes and to mediate students' academic achievement.

Educators have long recognized that students' beliefs about their academic capabilities play an essential role in their motivation to achieve, but self-conceptions regarding academic performance initially proved difficult to measure in a scientifically valid way. Initial efforts to study students' self-beliefs gave little attention to the role of environmental influences, such as specific features of performance contexts or domains of academic functioning. In the late 1970s, a number of researchers began to assess self-beliefs in a more task-specific way, and one of the most important of these efforts focused on self-efficacy. In 1977 (a) Bandura proposed a theory of the origins, mediating mechanisms, and diverse effects of beliefs of personal efficacy, and he provided guidelines for the measurement of self-efficacy beliefs for different domains of functioning. In the present article, I define self-efficacy and distinguish it from related conceptions in the literature,

describe its role in academic achievement and learning with special attention to the students' capabilities to regulate their own learning activities.

Academic achievement is of paramount importance. It has been indicated that a good number of variables such as personality characteristics of the learners, the organizational climate of the school, curriculum planning, teaching-learning set up, variables arising out of home influence achievement in different degrees. Each of them is actually a cluster of variables which individually or in interaction with other have their influence on achievement. In short, we can say that both nature and nurture play a combine role in making an achieving individual. For the present study the academic achievement has been measured in terms of aggregate of marks percentage obtained in the school subjects.

Statement of The Problem

“A Study of Self Efficacy and Academic Achievement among male and female students of ix grade of district kulgam”



Operational Definitions:

a) Self – efficacy:

A self-efficacy is defined as a person's belief about his or his ability and capacity to accomplish a task or to deal with the challenges of life. Albert Bandura defined self-efficacy as the person's belief in his or her ability to complete a future task or solve a future problem. In the present study self-efficacy means the scores gained by the sample on the self-efficacy scale developed by Schwarzer and Jerusalem (1995).

b) Academic Achievement:

Academic achievement of boys and girls of ix grade adolescent students refer to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of students in academic subjects. For this purpose, the aggregate marks obtained by the subjects in previous examination i.e. in viii served as a measure in academic achievement.

Objectives

- a) To study the Self-Efficacy among male and female students of ix grade of district kulgam.
- b) To study the academic achievement among male and female students of ix grade district kulgam.
- c) To compare self-efficacy and academic achievement among male and female students of ix grade of district kulgam.
- d) 4)To find the relationship between self-efficacy and academic achievement of ix grade students.

Hypothesis

In the present study the following hypothesis are formulated

- a) There is a significant difference in self-efficacy between male and female students of ix grade of district kulgam.
- b) There is a significant difference in academic achievement between male and female students of ix grade of district kulgam.
- c) There is a positive relation between self-efficacy and academic achievements of students of ix class of district kulgam



Delimitations

In view of the limited time and resources at hand the following delimitations were made

- a) The sample under study was drawn from high schools of district kulgam
- b) The number of the students included in the sample was only 180 which comprised 90 male and 90 female students
- c) The field of operation was confined to various high schools of district kulgam
- d) The study was delimited to students of the age group 14-16 only
- e) The study was delimited to ix class students of various high schools of district kulgam.

Methods and Procedure

The research is confined to ix grade students of high schools of district Kulgam. The sample is collected from three high schools of district kulgam. The size of the sample is 180(90 male and 90 female students). Age group of sample is 14-16

The breakup of the sample is as:

Boys	Girls	Total
90	90	180

Self – efficacy was assessed by the self-efficacy scale (Schwarzer and Jerusalem 1993). The SES consists of 10 items. In a study working to establish further psychometric support for the scale, a response format of a 5-point scale was developed and yielded nearly identical results and therefore was used in the current study due to its simplicity. Participants rated agreement with each item based on a 14-point Likert scale ranging from “strongly agree” (1) to “strongly disagree” (14).

Academic achievement of the students was collected by giving them self-constructed information blank in which they had to give the aggregate percentage of marks of viii class for each student.

After collecting the required data from the various sources the investigator has arranged them systematically. The self- efficacy and academic achievement of male and female students was compared through mean, S.D, T-test and correlation.



The analysis and interpretation has been undertaken in a systematic way as under;

a) Comparison of boys and girls on the basis of self – efficacy

b) Comparison of boys and girls on the basis of academic achievement

Table-1 A table showing Mean, S. D, t – value in scores between male and female students on self-efficacy.

Group	N	Mean	S. D	t – value	Significance
Male	90	66.91	5.73	9.15	Sig. at 0.01
Female	90	59.56	5.105		

In the perusal of results from table 1 it can be said that the boys & girl students differ significantly on their self-efficacy as the t-value 9.15 is greater than the table t-value at 0.01 level.

Therefore, the hypothesis “there is a significant difference in self-efficacy between male and female students of ix class” stands accepted.

Table-2 Mean, S.D &t-value showing differences in scores between male and female students of factors of self-efficacy scale

	N	Mean	S. D	t- value	Significance
Self confidence male female	30 30	76.83 65.5	7.48 8.06	5.65	Sig. at 0.01
Self-motivation male female	30 30	67.83 68.16	7.48 6.58		
Positive attribution male female	30 30	64.33 57.86	6.20 5.47	4.28	Sig. at 0.01
Resilience male female	30 30	68.93 52.63	6.75 5.46	10.27	Sig. at 0.01
Commitment male female	30 30	56.83 57.86	6.19 5.47	0.6844	N.S



Results from the above table show that boys and girls do not differ significantly on two items out of five dimensions of self-efficacy viz. Self-motivation and commitment to goals as all the t-values are far below the table t-value at 0.05 level.

The results from the table make it obvious that the two groups differ significantly on the factors self-confidence of self-efficacy. The obtained t-value is 5.65 which is significant at 0.01 level. The mean score of girls (65.5) is lesser than that of the boys (76.83) indicating that boys are more self-confident than girls.

The table also shows that the two groups differ significantly on the factor positive attribution of self-efficacy. The obtained t-value 4.28 is

significant at 0.01 level. The mean score of girls (57.86) is lesser than that of boys (64.33) indicating that boys have more positive attribution than girls.

It is also evident from the table that the two groups differ significantly on the factor of resilience. The obtained t-value is 10.27 which is significant at 0.01 level. The mean score of girls is (52.63) is less than the mean score of boys (68.93) indicating that boys are more resilient than girls.

Table-3 Table showing mean, S.D, t-value of academic achievement of male & female students of ix class.

Gender	N	Mean	S.D	t-value
Male	90	338.16	29.88	3.7
Female	90	306.4	36.13	

Results from the table signify that academic achievements of male and female students of ix class differ significantly as the t-value (3.7) is greater than the tabulated value at 0.01 level of significance.

Therefore, the hypothesis, “There is a significant difference in academic achievements between male and female students of ix grade of district kulgam” is accepted.



Table-4 Coefficient of correlation between self-efficacy and academic achievement of male and female ix class students

Gender	N	Correlation of self-efficacy with academic achievement
Male	90	+0.81
Female	90	+0.52

The results of the table 4 signify that there is a positive correlation between the self-efficacy and academic achievement of male and female students. The results that confer that if the self – efficacy of a student is higher he may achieve more success academically and vice versa.

Thus the hypothesis “There is a positive correlation between self – efficacy and academic achievement of students” is accepted.

Findings

On the basis of analysis, interpretation and discussion of the results presented in the foregoing chapters, certain meaningful conclusions have been drawn are as under

- a) The study is focused on finding the difference in self-efficacy among male and female adolescent students of ix class of district kulgam. A significant difference was observed. Hence it may be said that male and female students have difference in self-efficacy
- b) The study stressed on the difference on the academic achievement of male and female adolescent students of ix class of district kulgam it was observed that male and female adolescent students have different academic achievements
- c) The study stressed on the correlation between self-efficacy band academic achievements of male and female students of ix class. The result showed that there is a significant and positive correlation between self-efficacy and academic achievement
- d) It was found that adolescent boys are more self-confident than adolescent girls
- e) It was found that adolescent boys are more optimistic about success in present and in future



- f) It was found that adolescent boys are better adapted to stress and adversity than girls
- g) It was found that there is a significant difference between adolescent boys and girls in factor self confidence
- h) It was found that there is a significant difference between adolescent boys and girls on factor positive attribution
- i) It was found that there is a significant difference between adolescent boys and girls on factor resilience
- j) There is a significant relationship between self-efficacy and academic achievement.
- c) A-cross cultural study may should be conducted on Emotional intelligence, learning styles and academic achievements of college level students in the Kashmir.
- d) The present investigation studied the adolescent groups only similar study may be conducted on different age groups.

Educational Implications

1. The present study gives us an idea about the presence of emotional intelligence among the adolescent boys and girls which will be helpful to both the teachers and the parents.
2. Information about the learning style of the adolescents will help the teachers in understanding the weaknesses and strengths of the adolescents that hamper their progress in their studies.
3. This study gives us information about the academic achievement of adolescent boys and girls and states that emotional intelligence and learning styles can influence a person's academic achievement.
4. The student's future can be molded by developing a better learning style which could consequently lead to better academic

Suggestions:

- a) As the variables undertaken in the present study play an important role in an adolescent's studies, therefore, the future researchers should take a large sample in order to increase the generalization of the results.
- b) Other variables should also be taken into consideration e.g the factors which influence the academic achievement and learning styles of the adolescents.



achievement. All the students should be aware of their learning style preferences in order to understand their program, lesson, material and subject matter more comprehensively.

5. It is also important for the teacher and parents to remember the effect that emotions have on learning. Emotional intelligence affects each student's ability to learn.

6. Based on the findings of this study, a teacher should review his/her teaching styles to reach the variety of learning styles in the classroom, while understanding, the effect of emotional intelligence of the student learning.

7. Educators that are aware of the different learning styles will be able to narrow the existing gaps between how subject-matter and material is presented and how learners receive information and gain knowledge. Encouragement should be given to the students by the parents and teachers this can help them in creating a friendly atmosphere by encouraging students to work harder, so that they feel self-confident to take risks in their learning.

8. The teachers should also conduct weekly, monthly reading tests, oral tests and written tests by making a fair assessment of the students that could be of great value in the

evaluation of learning styles and academic achievement.

9. By gaining a better understanding of adolescents learning styles, it is possible that teaching strategies, methods, and techniques that can be used to assist in the development of critical thinking and other important skills can be identified and improved.

Conclusion

In conclusion, the results of this study make an important contribution to the field by investigating a complex set of relationships among a series of predicting variables, providing evidence about the key functions of implicit theories of intelligence and achievement goals, and ascertaining the central role of self-efficacy and effort regulation in predicting academic achievement.



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